



**EDUC 527 (Pending Approval): Literature and Response:  
Developing the ELA Common Core Standards**

**3 Credit Hours**

**Semester/Mode of Delivery**

**Instructor**

**email@unionky.edu**

**Office Hours/Place:**

**Office Phone: 606-546-xxxx**

**Department Phone: 606-546-1641**

**FAX: 606-546-1792**

**Required Texts:**

*Pathways to the Common Core: Accelerating Achievement.* Lucy Calkins, Mary Ehrenworth, and Christopher Lehman (2012). Portsmouth, NH: Heinemann.

*Kentucky Core Academic Standards—English Language Arts—Middle and High School* by Kentucky Department of Education (2012). A link to this document is provided on the class' U-Learn site.

*English Language Arts, Appendix A* and *English Language Arts, Appendix B* by National Governors Associations for Best Practices and Council for Chief State School Officers (2010). A link to these documents is provided on the class' U-Learn site.

Selections of children's and young adult literature, available online or through local libraries, will be studied.

<b><i>Course Connections</i></b>	
<b>Course Description</b>	This course develops the practicing teacher's knowledge of and expertise choosing, teaching, and helping students respond to children's and young adult literature in a variety of genres. Particular attention is given to matching readers to text, examining text complexity, multi-levels of response, writing in response to reading, building a classroom library, utilizing both traditional and non-traditional mediums.
<b>Connection to Department Mission/Conceptual Framework</b>	Within the candidate's program of study, EDUC 527 contributes to the refinement of personal, intellectual, and social transformations that support professional expertise and leadership.

<b>Connection to Kentucky Teaching Standards</b>	KTS 1-8 and 10.
<b>Connection to Commitment to Diversity</b>	This course addresses diversity through examination of materials, including special emphasis on multi-cultural literature, and methods that meet the learning needs of a diverse pupil population, including those who have limited English, who have nonstandard dialects, who have cultural differences, and who identify with groups who find literacy problematic. Matching readers to text includes assessment of student ability, interests, and background knowledge, such as culture and language.
<b>Connection to Dispositional Development</b>	Candidates are encouraged to see all students as readers and writers who exhibit differing levels of development. The course also emphasizes the learning capacity of pupils who may be struggling. Development of the ability to engage in collaboration is included, as well as the need for teachers to model a commitment to and enjoyment of reading and learning. These concepts are reflected in the dispositions adopted by the Educational Studies Unit
<b>Course Embedded Performance Activity</b>	Multi-cultural Literature Unit
<b><i>Focus on Technology Integration</i></b>	
<b>Instructor's Utilization</b>	<u>Online class</u> : Course communication, posting of assigned work, grading, discussion, and presentation and distribution of material. <u>Campus-based class</u> : Between meetings, U-Learn LMS is used for communication, for distribution of materials, for posting of assigned work, for quizzes, for video conferencing, and for posting of grades.
<b>Candidate's Utilization</b>	<u>Online class</u> : Candidates learn to manage the online format of U-Learn. They navigate through the materials on the course site, post assignments, engage in online research, engage in BigBlueButton discussions, engage in collaborative Wiki activities, and communicate with the instructor and with each other.
<b><i>Focus on Learning</i></b>	
<b>Impact on Candidate Learning</b>	Candidates study effective literacy practices and engage in activities in which they apply what they are learning. They collect resources to be used in their classroom, they develop plans, and they implement lessons. Growth in delivery of instruction is assessed, discussed in groups, and reflected on by individuals. Candidate knowledge of the literacy strategies and skills they will be teaching is a part of course assessment.
<b>Impact on P-12 Learning</b>	Assessment data is used to plan lessons, which are implemented and assessed, and to match readers to text. Documentation of student achievement is part of the reflection process. Also, the candidate uses standards from the KY Core Academic Standards to create measurable performance objectives that meet the literacy demands of the classroom.
<b>P-12 Collaboration</b>	Candidates work with colleagues in the field and in the classroom when implementing lessons that develop the ELA Core Standards.
<b><i>Focus on KERA Initiatives</i></b>	
<b>KY Core Academic Standards for ELA and Candidate's Content Area Standards</b>	Candidates will analyze the KY Core Academic Standards they teach and the KY Core Academic Standards for ELA in order to integrate development and utilization of ELA standards as a way to enhance content standard development. They learn to evaluate text complexity and to respond to text according to expected standards.

## Course Objectives:

Throughout the course candidates will use evidence-based rationale in order to fulfill the learning objectives.  The Student Will:	Link to Conceptual Framework	KY Teacher Standards/ Specialty Standards	Learning Activities	Assessment	Link to EPSB Themes
Obj. 1: Increase student motivation and literacy abilities by applying research and theory regarding effective learning environments (e.g., choice, challenge, interests, background knowledge, culture, text complexity, and access to wide range of texts) to instructional decisions.	Intellectual Personal Social	KTS 2-3, 10 IRA 1, 2, 5 CHETL 1	M/C Lit Unit Discussion Writing Resp Exam	Rubric Checklist Rubric Q&A, Rubric	Literacy
Obj. 2: Citing evidence from research and theory, explain the influence of children's and YA literature on the development of language and reading or writing skills, strategies, and appreciation among children and adolescents, including those who struggle with literacy, non-native speakers, and the culturally diverse.	Intellectual	KTS 1 IRA 1 CHETL 1	Discussion Writing Resp Exam	Checklist Rubric Rubric	Literacy
Obj. 3: Make evidence-based choices in the selection of materials and instructional approaches that are based on student need, interest, background knowledge, language/culture, and ability and that involve students gaining, creating, and sharing information through a variety of new literacy and digital or online resources.	Intellectual Personal Social	KTS 1-2, 5 IRA 2-5 CHETL 2-4	Journal Discussion Writing Resp Lesson plans Vignettes Resource file File Reflection Unit Exam	Rubric Checklist Rubric Rubric Q/A, Rubric Checklist Rubric Rubric Q&A, Rubric	Literacy Diversity Closing Gap
Obj. 4: Adapt instruction and materials to meet the needs of all learners, including those who read below grade-level and those who are non-native speakers.	Personal Social	KTS 1-4 IRA 2 CHETL 3-4	Discussion Journal Writing Resp Lesson plans Wiki-Adapt Wiki Reflection Resource file File Reflection Unit Exam	Checklist Rubric Rubric Rubric Checklist Rubric Checklist Rubric Rubric Q&A, Rubric	Literacy Closing Gap Diversity
Obj. 5: Demonstrate understanding of and ability to use a variety of assessment tools within a cycle of instructional planning and evaluation that	Intellectual Personal Social	KTS 1-2, 8 IRA 3 CHETL 3	Journal Lesson plans Vignettes Forum-Jigsaw Resource file File Reflection	Rubric Rubric Q/A, Rubric Rubric Checklist Rubric	Literacy Assessment

recognizes the needs of all students and can be supported by research evidence.			Unit Exam	Q/A, Rubric	
Obj. 6: Evaluate materials and methodology according to their ability to reflect diversity of students, promote knowledge of other peoples, heighten student appreciation of diverse populations, and promote an inclusive learning environment.	Intellectual Personal Social	KTS 2-4, 6 IRA 3-4 CHETL 3-4	Journal Discussion Forum-Train Wiki-Text Anal Wiki Reflection Lesson Plans Unit Resource File File Reflection Exam	Rubric Checklist Checklist Checklist Rubric Rubric Rubric Checklist Rubric Q&A, Exam	Literacy Closing Gap Diversity Assessment
Obj. 7: Create and analyze routines, procedures, and classroom configurations that support positive learning environments, are adaptable to purpose, and provide access to a wide variety of texts in order to support instructional goals.	Intellectual Personal Social	KTS 2-4 IRA 2 CHETL 3	Discussion Journal Wiki-Analysis Wiki Reflection Writing Resp Unit Exam	Checklist Rubric Checklist Rubric Rubric Rubric Q/A, Rubric	Literacy Diversity
Obj. 8: Use best practice research to evaluate and create a variety of instructional activities and classroom configurations that differentiate instruction for diverse learners and that recognize and support that diversity.	Intellectual Personal Social	KTS 1-3 IRA 2 CHETL 3-4	Discussion Resource file File Reflection Lesson plans Journal Exam	Checklist Checklist Rubric Rubric Rubric Q/A, Rubric	Literacy Closing Gap Diversity
Obj. 9: Use informal measures to assess student ability and text complexity in order to match reader's to text.	Intellectual Personal	KTS 3, 5 IRA 3 CHETL 2	Discussion Journal Forum-Train Resource File File Reflection Unit Lesson Plans Exam	Checklist Rubric Checklist Checklist Rubric Rubric Rubric Q&A, Rubric	Literacy Assessment Closing Gap
Obj. 10: Analyze multiple sources of data, including test data and work samples, to identify patterns of individual, group, or class achievement that illuminates the effectiveness of instruction and possible improvement.	Intellectual Personal	KTS 2, 5 IRA 1-3 CHETL 3	Journal Vignettes Lesson Plans Unit	Rubric Q&A, Rubric Rubric Rubric	Literacy Assessment
Obj. 11: Apply a multi-level model of text response when planning instruction and when applying strategies for increasing learner ability to move from literal to complex thinking responses and during comprehension and writing instruction that employs a variety of composing and revision strategies.	Intellectual Personal	KTS 1-3 IRA 2 CHETL 3, 5	Essays Journal Writing Resp Discussion Wiki-Txt Cmplx Wiki-Reflection Exam	Rubric Rubric Rubric Checklist Checklist Rubric Q&A, Rubric	Literacy

Obj. 12: Explain and use the KY Core Academic Standards for ELA to create, implement, and evaluate reading and writing instruction within the candidate's classroom.	Intellectual Personal I	KTS 1-2, 4-5 IRA 2 CHETL 3	Discussion Writing Resp Lesson Plans Resource file File Reflection Unit Wiki-Txt Cmplx Wiki-Reflection	Checklist Rubric Rubric Checklist Rubric Rubric Checklist Rubric	Literacy
Obj. 13: Model and participate in the reading and writing process by reading with and to students and by modeling and writing with students while engaging in activities that develop narrative, argumentative, and informational writing.	Intellectual Personal	KTS 1 IRA 6 CHETL 5	Journal Discussion Wiki-Our Text Wiki Reflection Forum-Quick Forum-Editing Forum-Essays Writing Resp	Rubric Checklist Checklist Checklist Checklist Checklist Rubric Rubric	Literacy
Obj. 14: Citing seminal research and theory, explain the historical perspectives and current best practice regarding the place of literature and writing in literacy education.	Intellectual	KTS 1 IRA 1 CHETL 5	Journal Discussion Writing Resp Exam	Rubric Checklist Rubric Q&A, Rubric	Literacy
Obj. 15: Establish procedures, routines, and scaffolds of support that provide a language rich environment that promotes positive student collaboration and interaction during reading, writing, and social activities.	Intellectual Personal Social	KTS 3 IRA 5 CHETL 1	Journal Discussion Forum-Jigsaw Writing Resp Unit Exam	Rubric Checklist Checklist Rubric Rubric Q&A, Rubric	Literacy Diversity Closing Gap

### **KY Teacher Standards:**

1. The Teacher Demonstrates Applied Content Knowledge
2. The Teacher Designs and Plans Instruction
3. The Teacher Creates and Maintains Learning Climate
4. The Teacher Implements and Manages Instruction
5. The Teacher Assesses and Communicates Learning Results
6. The Teacher Demonstrates Implementation of Technology
7. The Teacher Reflects On and Evaluates Teaching and Learning
8. The Teacher Collaborates with Colleagues/Parents/Others
9. The Teacher Evaluates Teaching and Implements Professional Development
10. The Teacher Provides Leadership within School/Community/Profession

### **Characteristics of Highly Effective Teaching and Learning (CHETL):**

1. Learning Climate. The highly effective teacher provides a safe environment in which high, clear expectations and positive relationships are fostered and in which active learning is promoted.
2. Classroom Assessment and Reflection. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.

3. **Instructional Rigor and Student Engagement.** A highly effective teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.
4. **Instructional Relevance.** A highly effective teacher is able to facilitate learning experiences that are meaningful to students and prepare them for their futures.
5. **Knowledge of Content.** A highly effective teacher understands and applies current theories, principles, concepts and skills of a discipline.

**International Reading Association Standards (2010):**

1. **Foundational Knowledge.** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. **Curriculum and Instruction.** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. **Assessment and Evaluation.** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. **Diversity.** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. **Literate Environment.** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. **Professional Learning and Leadership.** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Performance Activities:**

The candidate will complete learning tasks that include:

- **Participation.** Regular engagement on the U-Learn site, including chat times, and diligence in meeting deadlines is mandatory. There are deadlines to be met and getting behind puts the student at risk of failure. All links on the U-Learn site must be opened and utilized, unless labeled optional. Reading material is there to present the content. If there is no evidence that a student has attempted to master the content, a zero in participation will be earned, and he/she will fail the course.
- **Online Resource File--WIKI.** Candidates will collaborate to create a resource file that includes book reviews, ideas for sharing books with others, instructional activities, writing activities, assessments, and lesson plans. Entries must be accompanied by an annotated citation. Both participation points and a grade for quality of the annotations (averaged together) will be earned.
- **Multi-cultural Literature Unit.** This task is due near the end of the semester, but it is best to be planning and creating throughout the semester. Steps for

- completion are included in each module. Extensive directions, examples, and a rubric will be provided.
- **U-Learn Learning Modules.** Learning modules are posted on the U-Learn site. They include reading assignments and tasks to develop and demonstrate mastery.
    - Reading Journal. The journal serves as a log of reading and study. Entries include a citation, a summary, application, and any questions or ideas for extension. Readings will encompass children's and young adult literature and professional literature. A rubric is used for grading.
    - Quizzes. The online quizzes are used for learning and may be taken as many times as needed in order to achieve mastery.
    - Discussion. Topics of discussion are posted ahead of time. Students should come prepared to contribute. A checklist is used for grading.
    - Forum. There are a variety of forum uses, and grading depends on purpose. Some involve a sharing of ideas, some are a jig-saw of information (each person researches and teaches about a piece of the topic), and some incorporate learning activities. Checklists or rubrics are used for grading.
    - Lesson plans. Lesson plans will include a rationale and address at least one objective of the course in addition to select KY Core Academic Standards. A rubric is used for grading.
    - Essays. This designation refers to the process writing pieces created by the candidate, reviewed collaboratively by assigned group, revised, and published. Genres but not topics are assigned. A rubric is used for grading.
    - Vignettes. Candidates analyze vignettes in order to apply course content. Some vignettes have specific answers and some require the candidate to provide and answer and rationale. A rubric will be provided.
    - Wiki (Group projects). In addition to the resource file, short term group collaboration assignments take place via Wiki. Members receive a group grade for the product, which is derived using a checklist. Individuals submit a reflection in which they discuss, apply, and evaluate. This is graded with a rubric.
    - Writing Response. Writing pieces done in response to reading, instruction, or assessment. A rubric will be provided with the assignment.
  - **Final Exam.** A comprehensive final exam will include both objective questions and short answer or essay response.

### **Grading Criteria:**

Grading Scale		Points Possible
A = 90%-100%	<b>Participation</b>	<b>20 Percent</b>
B = 80%-89%	<b>U-Learn Modules</b>	<b>30 Percent</b>
C = 70%-79%	<b>Online Resource File Contributions</b>	<b>10 Percent</b>
F = 0-69%	<b>Multi-cultural Literature Unit</b>	<b>30 Percent</b>
	<b>Final Exam</b>	<b>10 Percent</b>
	<b>Total Points Available:</b>	<b>100 Percent</b>



Students will be graded on all assignments, which should be submitted to the instructor on or before the due date by 11:00 PM EST (unless otherwise noted). The instructor reserves the right to make changes to this document as needed.

**Research:**

Research materials may be obtained at Weeks-Townsend Memorial Library or their online database. The username/password for Fall 2012 is: **username—union, password—jwe1905.**

**Communication Policy:**

The only authorized electronic means of academic, administrative, and co-curricular communication between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily). It is wise to regularly clear unwanted or read items.

Students should use the News Forum of U-Learn to post questions or comments unless they are personal. News Forum correspondence is emailed to the instructor and replies go to all student e-mail. By using this system, course related information can be shared. Under normal circumstances, a student can expect a response to an e-mail or phone message within 48 hours.

**Disability Accommodation:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the Director of Student Support Services, Centennial Hall, Room 104. The phone number is 606-546-1259. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty will be pursued under current regulations concerning academic integrity. Students may receive a failing grade and be subject to program and college removal for a violation of these ethics.



### **Statement about Minimum Technology Requirements:**

Students enrolling in this course are expected to have a sufficient level of technical literacy necessary to meet the course requirements, as well as a stable and reliable means of accessing and participating in the course electronically. Students are responsible for submitting assignments on time, irrespective of any limitation on the part of the student's technical ability, equipment, or internet connection.

- Technical literacy: At minimum students should:
  - Have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the internet).
  - Be able to use a word processing program such as Microsoft Word or Open Office to create, edit, save, and retrieve documents.
  - Be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), post to blogs and/or discussion boards, participate in chats, and search the internet.
  - Be able to use an e-mail program to send, receive, store, and retrieve messages.
  - Be able to download and install programs from the internet.
- Hardware: Any modern computing device (PC, tablet, phone, etc.) capable of sufficiently running an internet browser and office productivity suite.
- Browser: Any standards-supporting browser released in recent years is supported; however, Union College recommends Firefox 3 or later, Google Chrome 4 or later, MS Internet Explorer 7 or later, Safari 3 or later, or Opera 9 or later).
- Software:
  - Office Productivity: Microsoft Office or Open Office (\*Note: if using a different word processing suite, save files in Rich Text format [.rtf]).
  - Acrobat Reader (Adobe, FoxIt, etc.).
- Reliable, fast, and stable connection to the internet: Broadband connection, such as DSL, Cable, or 3/4G is preferred. Dial-up or mobile connections may suffice to access some assignments, but are not as reliable and are not recommended when taking exams or quizzes online or engaging in assignments or activities that require streaming (such as audio/video applications and teleconferencing).

### **Netiquette Statement:**

Netiquette is online etiquette. All participants in online courses should be aware of proper online behavior and respect each other.

- Use language appropriate for an educational environment:
  - Do not dominate any discussion. Give other students the opportunity to join in the discussion.
  - Do not use offensive language. Present ideas appropriately.
  - Be cautious in using internet language. For example, do not capitalize all letters since this suggests shouting.
  - Proper emoticons can be helpful in conveying your tone, but do not overdo or overuse them.
  - Avoid using vernacular and/or slang language. This could possible lead to misinterpretation.

- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?
- Remember that the values diversity and encourages free and open discourse. Be respectful of differences while engaging in online discussions.
- See the Union College Acceptable Use Policy, available from the college website, for further details and instructions.

### **Statement about Emergency or Interruption in Computer Service:**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan for completing course work, such as using the computers at a local library, in case your computer crashes or your service is interrupted. In addition, students are encouraged to save backup copies of assignments and readings that are posted online. If an interruption cannot be avoided, immediately contact your professor for further instructions.

### **Course Availability:**

Students will be able to access this course from the start date through the end of the term. In compliance with the TEACH Act, students who complete the course will not be able to access the course once the course ends. Students are therefore encouraged to maintain personal records of any assignments, grade history, etc. that they wish to retain for future purposes.

### **Copyright Statement:**

Some of the materials posted to this course site are protected by copyright law. These materials are only for the use of the students enrolled in this course and only for the purposes of this course. They may not be further retained or disseminated.

### **Commitment to Diversity:**

The Educational Studies Unit at Union College is committed to social justice and respect for all individuals and seeks to create a culture of inclusion and support. Attaining justice and respect involves all members of our community recognizing that multi-dimensional diversity contributes to learning environments, thereby enriching communities and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, our intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, we aspire to become a more diverse community in order to extend enriching benefits to all participants.

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